Title I, Part A, Section 1003 (a) Supplemental Grant

**2010-11 ARRA
Carry-Over Application Guidelines**

**Authorized by the
American Recovery and
Reinvestment Act of 2009 (ARRA)**

**State of Wisconsin
Department of Public Instruction**

Tony Evers, PhD
State Superintendent

This publication is available from:

Title I and School Support Team
Wisconsin Department of Public Instruction
125 South Webster Street
Madison, WI 53703
(608) 267-1067
http://dpi.wi.gov/ssos/sup_forms.html

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I.   Overview

The purpose of the Title I Supplemental Grants, authorized by the American Recovery and Reinvestment Act of 2009 (ARRA) Title I, Part A, Section 1003 (a) is to provide public school districts with additional funds and resources to help improve student achievement in specific Title I schools.

Implicit in these grants is the recognition that all Wisconsin districts have existing resources and programs that support the student achievement in their school(s) with high needs. These grants are intended to supplement existing district efforts and strengthen district support to these schools.

The grant application is structured around the philosophy of districts differentiating support to their schools with high needs. The application specifically asks districts to implement school improvement strategies to address the needs of the Title I schools eligible for this grant program. Districts with more than one school funded by this grant may also develop district goals to address common needs among these schools.

II.   Eligibility

Eligibility was determined in July 2009 and was based on 2008-09 Wisconsin Knowledge and Concepts Examination (WKCE) scores. Eligible applicants are public school districts with Title I schools that received this funding in 2009.

III.   Use of Funds

Districts may use these funds to:
- Support functions of the school support teams for Title I Schools Identified for Improvement (SIFI) as required under the No Child Left Behind Act of 2001;
- Supplement existing programs funded by Title I, Part A;
- Directly support school improvement activities that raise student achievement in reading and/or mathematics;
- Increase achievement for specific subpopulations of students in eligible Title I schools that are not meeting Adequate Yearly Progress (AYP) goals or other local benchmarks; and/or
- Develop or supplement district level support systems that benefit identified schools.

Because these are school improvement funds, the Title I, Part A guidelines that restrict Title I schools with Targeted Assistance Programs to only serve eligible students do not apply.

Carry-over funds may only be used in schools listed in the original 2009-10 grant application.

IV. Application Information

A. Timeline

May 27, 2010	Carry-Over plans and budgets due
Summer	Revised award documents sent to districts
January 13 - 14, 2011	Every Child a Graduate Conference *(Attendance Required)*
January 31, 2011	Interim Report due
June 30, 2011	End-of-Year Report due
September 30, 2011	Final financial claims due

In addition to the Interim and End-of-Year Progress reports, the United States Department of Education requires districts to report ARRA information on a quarterly basis. The DPI will provide award recipients the quarterly report timelines before the end of each quarter.

B. Application Elements

1. Plan for Use of Funds

In this section, districts are required to describe their school improvement strategies to address the needs of the school(s) funded by this grant. This section is broken down into goals, objectives, and activities. Districts are also required to include the timeline, amount of funds allocated to activities, and the evaluation methods to assess the effectiveness of the strategies.

The DPI requires applicants to develop a plan for each eligible school. Districts shall allocate a minimum of $50,000 to each funded school over the two year period. Districts with more than one school may also choose to complete a district-wide plan to meet common needs among all schools funded by this grant.

Before updating the district's plan(s) for the 2010-11 school year:

o Complete the progress column in Section VIII. School Plan in the **approved** grant application. Briefly describe the progress made in implementing the plan. Responses should reflect the evaluation methods and include a summary of quantitative and qualitative data.

o Complete the progress column in Section IX. District-Wide Plan (if applicable) in the **approved** grant application. Briefly describe the progress made in implementing the plan. Responses should reflect the evaluation methods and include a summary of quantitative and qualitative data.

Please remember that award recipients are required to send a team of three people or more to DPI's Every Child a Graduate Conference held at the Monona Terrace on January 13 and 14, 2011. Be sure to include the conference in the grant application.

Appendix A specifies examples of fundable grant activities organized by the DPI's *Characteristics of Successful Districts* framework. Districts may utilize this framework or another framework (as appropriate) when writing the grant application.

In addition to specific district and school level improvement programs and activities, districts that have not utilized the *Characteristics of Successful Districts* to complete a full District Self-Assessment may choose to conduct a District Self-Assessment utilizing these funds. For more information on this option, go to http://dpi.wi.gov/ssos/pdf/dsahandbk.pdf.

Appendix B provides examples of a school plan for use of funds.

Appendix C provides examples of a district-wide plan for use of funds.

2. Budget Detail and Summary

Districts shall contact their business manager for assistance with the budget portion of the application.

The budget should reflect the entire grant award and include the approved expenses that may have been already encumbered or claimed in this grant budget.

The Budget Detail and Summary require districts to specify how the grant expenses are allocated by budget category (i.e., salary, fringe, non-capital objects, etc.). The budget should coincide with the activities listed in the grant plan.

a) Eligible Expenses

Title I Supplemental Grant, Part A funds are flexible, and districts may use them for salaries, fringe benefits, instructional materials, professional development, purchased services, or other expenses for school improvement efforts to improve student achievement in reading and mathematics.

Out-of-state training seminars are only allowed if comparable training is not available in Wisconsin.

Carry-over funds may only be used in schools listed in the original 2009-10 grant application.

b) Ineligible Expenses

Districts may not purchase non-educational incentives with these funds or support activities that do not relate to school improvement.

c) Supplement, not Supplant

Funds must be used to supplement, not supplant efforts funded by local dollars.

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C. Review Process

DPI staff will review each grant application to confirm that the proposed goals, objectives, activities, and budget items are eligible under this grant program. Reviewers will use the rubric found in Appendix E.

V. Required Program Reports
A. Progress Reports

Districts are required to submit an Interim and an End-of-Year Report. These reports require districts to summarize progress towards meeting the goals and objectives. The reports help DPI understand the impact of the grant strategies.

The Interim Report is due on January 31, 2011, and the End-of Year Report is due on June 30, 2011.

B. Quarterly Reporting Required by ARRA

Quarterly Reports to DPI will include the number of full-time equivalent positions that are directly funded by ARRA and vendor information. The DPI will continue to provide districts more guidance before the reports are due.

VI. Required Conference
A. Every Child a Graduate Conference

Grant recipients are required to attend the Every Child a Graduate Conference hosted by DPI. Each district shall send three or more people from each school included in the grant to the conference. Districts may include travel expenses and registration fees related to this conference in the grant budget.

The Every Child a Graduate Conference annually offers educators an opportunity for sharing innovative instruction and best practices to ensure a quality education for every child. The Every Child a Graduate Conference will occur on January 13 and 14, 2011.

VII. Financial Requirements
A. General Requirements

The DPI encourages applicants to contact their business manager for assistance with the budget portion of the application. Districts shall adhere to the guidelines set by the Wisconsin Uniform Financial Accounting Requirements (WUFAR). Information about WUFAR is available on DPI's website at http://dpi.wi.gov/sfs/wufar.html.

Districts shall also follow the guidelines set forth in the Financial Management Handbook for Federal and State Grant Programs. This handbook provides a reference to the fiscal requirements and procedures necessary for responsible financial management of DPI administered grant programs. The handbook references state and federal codes regulating grant programs administered by the DPI. The handbook is available on DPI's website at http://dpi.wi.gov/sms/handbook.html.

B. Budget Revisions

Requests for budget modifications are required when significant changes need to be made to the original approved budget. An increase or decrease of ten percent or more in any budget summary line requires approval by DPI.

The district shall not expend funds until DPI approves the budget revision.

To request a budget modification, grant recipients shall submit the budget detail and budget summary from the approved application reflecting the proposed modification along with a narrative explaining the reasoning for the modification. Submit budget modifications to the district's Title I Education Consultant. The DPI will notify recipients of the approval or denial in writing.

C. Financial Claims

The DPI recommends recipients to submit program fiscal reports (PI-1086) at least quarterly during the grant period. **A final program fiscal report is due September 30, 2011.**

Districts with more than one school shall submit claims that include a breakdown of expenses by school. (The minimum award amount per eligible school is $50,000.) Direct all questions regarding financial claims to the DPI's senior accountant, Victoria Chung at (608) 264-6707 or victoria.chung@dpi.wi.gov.

The DPI encourages districts to complete grant activities and encumber expenses by June 30, 2011 districts may obligate funds through September 30, 2011, without limitation. Keep in mind that a final program fiscal report is due September 30, 2011.

Appendices

A. Examples of Fundable Activities

Activities are arranged by DPI's [Characteristic of Successful Districts](#) framework. Districts may utilize this framework or another framework (as appropriate) when writing the grant application.

Note: All grant activities may only support the district's eligible Title I schools.

CHARACTERISTIC I: Vision, Values, and Culture

- District's focus on vision and mission

- Communication with stakeholders

- Partnerships with community agencies/organizations

- Promotion of positive school culture

Examples of fundable activities for Characteristic I:

- Implement strategies related to truancy abatement.

- Develop and implement a mentoring program for staff and students.

- Implement anti-bullying and violence prevention programs.

- Provide relevant professional development and community/parent outreach activities regarding student expectations and conduct.

- Develop or enhance community partnerships that promote literacy, numeracy, attendance, and graduation.

- Implement parent and community involvement strategies including translation services, materials development, and parent nights including meals, childcare, transportation, and other necessary services.

CHARACTERISTIC II: Leadership and Governance
• Effective district administrative leadership team and school board policies • Collaborative central office staff • Effective building administrators • Targeted training and monitoring to support school improvement in the neediest schools

Examples of fundable activities for Characteristic II:

- Pay for staff release time and/or consultation to develop/revise a clearly articulated and consistent school improvement planning process with related tools and resources.

- Develop and implement programs to support teacher leadership.

- Provide extensive, targeted, and sustained training and coaching to ensure full implementation of school improvement plans.

- Provide collaborative experiences and professional development to develop leadership such as data retreats, principals' workgroups, etc.

- Support principal coaching and professional development.

CHARACTERISTIC III: Decision Making and Accountability

- District supports the school's collection and analysis of different sources of disaggregated student data

- Effective decisions are made regarding the allocation of resources and school improvement initiatives based on student performance in its neediest schools

Examples of fundable activities for Characteristic III:

- Implement and/or enhance a district-wide process for collecting and analyzing relevant data, including formative assessment data, student behavioral patterns, and other relevant data.

- Provide targeted, sustained, professional development for analyzing data and utilizing data to inform instructional practice.

- Develop a process and a professional development plan for implementing performance-based budgeting.

- Provide targeted, sustained training for district or school leaders to analyze and use data to inform resource allocation.

CHARACTERISTIC IV: Curriculum and Instruction

- District ensures that curriculum, assessment, instructional practices, and programs lead to equitable educational opportunities and outcomes for all students in its neediest schools

Examples of fundable activities for Characteristic IV:

- Conduct curriculum alignment studies.

- Provide for a variety of extended learning opportunities for students; i.e., after school or intersession tutoring, summer school, etc.

- Provide coaches to assist teachers in utilizing instructional practices that best meet the needs of their students.

- Provide time to research and develop culturally relevant curriculum and instructional strategies.

- Conduct an extensive analysis of achievement gaps, develop strategies to address the gaps, and provide appropriate training/coaching to implement strategies in the classroom.

- Provide follow-up support and ongoing check-ins for implementation of strategies to address achievement gaps.

- Obtain state-of-the-art assistive technology devices and provide training in their use to enhance access to the general curriculum for students with disabilities. Develop mechanisms to provide this equipment for children receiving services in community settings.

- Purchase hardware, software, and other materials to provide specialized instruction to students with disabilities.

- Pay for staff to participate in professional development activities related to curriculum, instruction, and assessment.

- Develop common benchmark assessments in reading and mathematics.

- Provide support for focused, intensive small-group interventions for English language learners (ELLs), students with disabilities, or other specific student populations.

- Identify and develop appropriate curricula and instructional methods that meet the content learning and English language development needs of ELLs, and provide focused professional development for subject area teachers to become effective in developing subject-area knowledge and academic language proficiency in their students.

- Identify, develop, and purchase instructional materials that will help ELL students meet challenging grade-appropriate state standards and address their language development needs.

CHARACTERISTIC V: Professional Development and Staff Quality
• Comprehensive district-wide professional development and recruitment strategies exist to ensure that high quality teachers are serving students in the neediest schools

Examples of fundable activities for Characteristic V:

- Develop/revise orientation and mentoring programs for initial educators and principals.

- Provide supplemental professional development opportunities to address specific needs and enhance the district's and/or schools' professional development models.

- Develop/supplement strategies to retain and recognize highly qualified teachers who enhance the school and district's support of student achievement.

- Provide training and/or coaching for principals as instructional leaders.

- Develop and implement strategies to attract/retain highly qualified teachers.

- Hire coaches or mentors, or provide professional development opportunities on positive behavior support, inclusion, research-based interventions, and differentiated instruction/learning support to promote improved services to students with disabilities.

B. School Plan Example
This example shows 2010-11 activities in *red, italic* font.

School: Happy Day Middle School

Goal 1: Improve reading achievement for students with disabilities at Happy Day Middle School

Measurable Objectives	Activities to Achieve the Objective(s)	Timelines for Activities	Grant Funds	Evaluation Method	Progress *Complete for Interim and End-of-Year Report*
Students with disabilities will participate in extended learning opportunities to increase their proficiency in reading from 54 percent to 58 percent as measured by the WKCE in 2009-10.	Teachers develop or purchase materials to support curriculum.	Nov 2009 – June 2010	$7,000	Number of students participating in extended learning opportunities.	*The district purchased the "Reading is Awesome" intervention program and 45 students completed the program.*
	The district will hire staff to instruct/assess in the area of reading during afterschool and summer programming.	Oct 2009 – June 2010 *Sept 2010 – June 2011*	$20,000	Increase in student achievement on MAPs, WKCE, and other classroom assessments. Part-time staff hired.	*Preliminary 2009-10 WKCE scores show an increase in proficiency for SWD from 54 to 56 percent. The fall MAPs scores showed that 46 percent of students were at grade level and the spring MAPs score showed that 49 percent of students were at grade level.* *The reading tutor was hired in November and implemented the "Reading is Awesome" program.*
	The school will conduct two workshops for families on how to support their child's reading at home.	Dec 2009 and May 2010 *Nov 2010 and Mar 2011*	$500	75 percent of the completed parent evaluation forms will show an increase in knowledge of useful implementation strategies.	*65 percent of the parents showed an increase in knowledge. Additional parental supports will be implemented in 2010-11.*
	The principal will conduct meetings with general and special education staff to investigate options for benchmark assessments.	Sept 2009		Benchmark assessment purchased. Procedures developed and shared with staff.	*The district purchased the "Best Benchmarks" assessment for the school and the principal developed procedures for using the assessment.*
	The district will purchase assessments.	Oct – Nov 2009	$18,000	Teachers utilize results to inform instruction.	*Teacher attended two, four-hour training sessions on how to implement the "Best Benchmarks" assessment and utilize the results.*
	The district will provide professional development for all general and special education staff on using new assessments, analyzing data, and progress monitoring.	Dec 2009	$2,000	Benchmark assessments demonstrate an increase in student achievement.	*Assessments were implemented in October, January, and April. Teaching plans show changes made as a result of the data collected between October and January. The assessments show a 5 percent increase in student achievement from the October to the April assessments.*
	During 2009-10, the district and school administrators will develop procedures for utilizing an ongoing assessment process. This process will continue for the 2010-11 school year.	Dec 2009 *Ongoing*			
	The school will administer assessments three times per year.	October 2009- May 2010 *October 2010-May 2011*			

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Goal 2: Improve parent involvement in student learning at Happy Day Middle School					
Measurable Objectives	**Activities to Achieve the Objective(s)**	**Timelines for Activities**	**Grant Funds**	**Evaluation Method**	**Progress** *Complete for Interim and End-of-Year Report*
80 percent of parents of all students in Happy Day Middle School will be involved in at least one activity throughout the year in 2009-10.	The school will develop an Action Team (consisting of parents, teachers, and students) to research, plan, and implement activities.	September 2009	$3,000 (teacher time and supplies)	Two teachers, five parents, and three students participate on the Action Team. The Action Team meets monthly (after school or on Saturdays). At least two parent involvement programs occur during the school year. Parent participation will increase to 80 percent.	*The Action Team, which consists of two teachers, seven parents, and three students, meets on the first Saturday of each month.* *The Action Team hosted two events. The first was held on Saturday, January 16, 2010. This event's theme was the sun and the solar system and the second event was Technology Night held on March 2, 2010. Each event ended with a performance by the choir. 73 percent of parents attended at least one of the events.*
	The Action Team will identify which families benefited from past events and which families did not.	November 2009			
	The Action Team will brainstorm and research ways all families can be involved in student learning (at home and/or at school).	Nov and Dec 2009			
	The Action Team will develop at least two culturally relevant, parent involvement programs. Programs may include "School-Home Reading Journals," an "Open House" event with a theme (such as Technology Night) where attendees are given the opportunity to walk through exhibits of student projects, etc.	May 2010 and *May 2011*	$10,000		
	Teachers and administration will track parent involvement.	September 2009-May 2010 *September 2010 – May 2011*			
By 2010, increase parent participation at parent-teacher conferences from 50 percent to 75 percent.	The principal and teachers will attend an in-service on parent involvement.	September 2009	$5,000	In-service conducted.	*The in-service was conducted in October 2009.* *The school held both parent-teacher conferences on Thursday nights, but made arrangements for at-home conferences for parents that were unable to attend. In 2009-10, teachers met with 82 percent of parents.*
	Administration and educational staff will modify "traditional" parent-teacher conferences to include Saturday conference hours and/or home-visits (as appropriate).	September 2009		New conference options are available to parents.	
	Teachers conduct Saturday parent-teacher conferences and/or home visits.	Fall and spring conferences	$5,000 (teacher time, mileage)	Compare 2008-09 parent conference attendance data to the 2009-10 *and 2010-11* parent conference attendance data.	

A. District-Wide Plan Example
This example shows 2010-11 activities in *red, italic* font.

Goal 1: Increase student achievement in mathematics

Measurable Objectives	Activities to Achieve the Objective(s)	Timelines for Activities	Grant Funds	Evaluation Method	Progress *Complete for Interim and End-of-Year Report*
Increase the use of high yield instructional strategies for at least 75 percent of the instructional staff in the four schools included in this grant.	The district will provide an annual training on a mathematics series and the use of supplemental materials for differentiation within the mathematics series.	September 2009 *September 2010*	$10,000	100 percent of instructional staff attend at least one training.	*All instructional staff attended one training on the mathematics series and the use of supplemental materials for differentiation.*
	Administrators and instructional staff will form a book club and read at least two books that discuss/demonstrate high yield instructional strategies for mathematics.	October 2009 – April 2010	$1,000	100 percent of instructional staff participate in the book club each year.	*Only 50 percent of instructional staff participated in the book club. Due to budget cuts, many staff were unable to participate in the book club because they accepted additional responsibility.*
	Instructional staff will attend the Wisconsin's Mathematics Council's Conference.	May 2010 *May 2011*	$5,000	In 2010, 80 percent of instructional staff attend the conference each year. *In 2011, 25 percent of instructional staff attend the conference.*	*District travel restrictions (due to budget cuts) only allowed 25 percent of the instructional staff to attend the conference.*
	School administrators will conduct at least three walk-throughs during the school year.	September 2009 – June 2010 *September 2010 – June 2011*		School administrators will observe the use of high yield instructional strategies in at least 75 percent of the classrooms.	*Even though fewer staff members were unable to attend professional development activities than anticipated, the administrators documented that 100 percent of the classrooms employed at least one new instructional strategy.*
Increase WKCE results for mathematics for all students (in the four school included in this grant) by five percentage points by 2010.	The district will hire a part-time mathematics coach to work with staff at the four schools.	September 2009	$50,000	The coach is hired.	*The coach was hired and will be funded by carryover dollars.*
	The district will order and supply SMART Board technology for all mathematics classrooms in the four schools.	September 2009	$30,000	SMART Boards are purchased and installed.	*The SMART Boards were purchased and installed in the four schools identified in this grant.*
	The district will provide all instructional staff four, two-hour sessions on how to enhance mathematics instruction (including technology training) in conjunction with the school's mathematics program.	October 2009 – March 2010	$5,000	100 percent of instructional staff attend SMART board training.	*All staff attended the training.*
	The district will provide one refresher course during the 2010-11 school year.	*October 2010*		*100 percent of instructional staff attend the refresher course.*	*All staff attended the training.*
	The coach and classroom teachers will develop mathematics centers for students.	September 2009	$2,000	Math centers are developed.	*The Math Centers were developed and will continue to be utilized during the 2010-11 school year.*
	Students will utilize mathematics centers.	October 2009 – June 2011		By the end of the school year, WKCE score increase by five percent for all students in the four schools.	*Preliminary results show that the WKCE increased by at least 2 percent for all students in each of the four schools.*

D. Reviewer Rubric

District:
Grant Funds Requested:

Eligible School(s):

Reviewers:
Review and rate each section of the grant application using the Excellent, Good, Fair, and Poor scale as assessed by the descriptors that accompany each section of the rubric.

Excellent Responses completely satisfy all of the descriptors under each section of the application.

Good Responses answer most, but not all, of the descriptors under each section of the application.

Fair Responses give an indication of the major focus of the grant program under each section of the application but many details are left out, leaving the reviewer with significant questions about how the grant program will function.

Poor The application has insufficient information under each section of the application, leaving the reviewer with large gaps in understanding about how the grant program will function.

Use the space provided to write comments regarding each section of the application.

Page 1 Signatures
Every application must have signatures from two separate authorized officials. For example, a 2R charter school may have signatures from the school administrator and the charter school authorizer.

Page 3 Signature
The application must include the signature of the district administrator on this page.

School Plan Section (Duplicate Page for Additional Goals)

School:

Goal:

School Goal	Comments:
• Relates to Statement of Need • Is clear and succinct • Is fundable under this grant program	
Objectives	Comments:
• Describes how the goal will be met • Describes measureable outcomes for students/staff • Are appropriate for achieving the goal • Are fundable under this grant program	
Activities, Timelines, and Grant Funds	Comments:
• Activities will achieve the objective and are fundable under this grant program • Timelines are within the grant period • Grant funds allocated to objectives and activities are sufficient and reflect the current year	
Evaluation Methods	Comments:
• Are measurable • Relates to the activities and objectives • Provides the district the ability to monitor and report progress based on the evaluation methods	

Overall, the goal, objectives, and activities relate to school improvement.   Yes   No

Overall, the goal, objectives, and activities include scientifically-based research strategies.   Yes   No

Overall, the goal, objectives, and activities supplement the Title I, Part A Basic Grant.   Yes   No

Comments:

Overall Rating for this Goal:

_____ Excellent   _____ Good   _____ Fair   _____ Poor

District-Wide Plan Section For Districts with More than one Eligible School
(Duplicate Page for Additional Goals)

Goal:

District Goal	Comments:
• Relates to Statement of Need • Is clear and succinct	

Objectives	Comments:
• Describes how the goal will be met • Describes measureable outcomes for students/staff • Are appropriate for achieving the goal	

Activities, Timelines, and Grant Funds	Comments:
• Activities will achieve the objective and are fundable under this grant program • Timelines are within the grant period • Grant funds allocated to objectives and activities are sufficient and reflect the current year	

Evaluation Methods	Comments:
• Are measurable • Relates to the activities and objectives • Provides district the ability to monitor and report progress based on evaluation methods	

Overall, the goal, objectives, and activities relate to school improvement.   Yes   No

Overall, the goal, objectives, and activities include scientifically-based research strategies.   Yes   No

Overall, the goal, objectives, and activities supplement the Title I, Part A Basic Grant.   Yes   No

Overall, the goal, objectives, and activities address the common needs in all eligible Title I schools.   Yes   No

Comments:

Overall Rating for this Goal:

_____ Excellent   _____ Good   _____ Fair   _____ Poor

Budget Section

- Includes allowable expenses
- Matches grant objectives and activities
- Equals the original grant award total

_____ Excellent   _____ Good   _____ Fair   _____ Poor

Comments:

E. Resource and Contact Information

- Title I and School Support Team Contacts:

    Shelly Babler, Grants Specialist
    shelly.babler@dpi.wi.gov
    (608) 267-1067

    Victoria Chung, Accountant
    victoria.chung@dpi.wi.gov
    (608) 264-6707

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- District Self Assessment Handbook
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